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Interactive Web 2.0 tools in content and language integrated learning (CLIL)

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Abstract

In modern world, teachers and educators have to work in the linguistically inhomogeneous audience of pupils and students, most of whom are bilinguals. Various models of bilingual education have their own specifics related to the peculiarities of the country, its history, culture, economic status, language status and mentality of the nation. In the past 20 years the technology of Content and Language Integrated Learning (CLIL) has become widespread in the European Union, which is used for teaching bilinguals. In the Republic of Tatarstan high school graduates with the Tatar language of education, after having entered higher education institutions, are faced with cognitive and linguistic difficulties, so the use of the technology of CLIL for bilingual education in universities of the Republic of Tatarstan is actual. Studying the experience of the application of CLIL in European universities of technology led to the conclusion that the most difficult in its realization is the development of teaching materials. The aim of the study was to develop teaching materials for use in the process of learning the Tatar-speaking students with the help of educational technology CLIL at university. We have developed the educational materials in computing based on Wikia and conducted educational experiment how to use them. The students of the Department of Tatar philology and culture of the Kazan Federal University took part in the experimental and control groups. The educational experiment was attended by 50 students, the experimental group - 25, control group -25 learners. The educational experiment was carried out for one semester of the academic year 2015/16. In teaching of the subject "Informatics" (36 hours) in the experimental group there were used the technology of CLIL and Web 2.0-based teaching materials. Informatics teaching in the control group was realized in Russian by means of traditional methods. The students were tested at the final stage of educational experiment. Processing of the results with the help of statistical methods led to the conclusion that the positive changes in the experimental group are due to CLIL-assisted training using teaching materials developed on the basis of Web 2.0 technologies.

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Keywords

adoptive language, CLIL, content, learning content, the Russian language, the Tatar language, Web 2.0